 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

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**LESSON PLAN FORMAT**

**Teacher’s Name:** Mr. Potter **Lesson #: 5 Facet: Explanation**   
**Grade Level: Freshman Numbers of Days: 3**  
**Topic:** Creating equations in one variable, and inequalities, and use them to solve problems.  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**  
Students will understand that you can create equations in one variable, and inequalities, and use them to solve problems.  
**Student will know**  
Students will know inequalities, and slope.  
**Student will be able to do**  
Students will be able to demonstrate how to solve linear and inequality problems.  
**Product: Prezi**  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Common Core State Standards:  
Content Area: Algebra  
Grade Level: High School  
Domain: Creating Equations  
Cluster: Create equations that describe numbers or relationships.  
Standards(s): 1. Create equations and inequalities in one variable and use them to solve problems.  
  
**Rationale:**  
Student will meet this standard by applying real world applications. With these applications they will create equations and inequalities, and solve them.  
  
**Assessments**  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
students will use clickers to answer questions asked by the teacher. The answers will automatically be sent to the teacher’s computer. From here the teacher will be able to see which students answered correctly, and or incorrectly.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will then use Prezi to create a game using linear and quadratic equations. Student will spend class time with a partner creating their games. They should be prepared to present their games next class. The teacher will roam the classroom providing answers to questions and helping students with their projects. Students must collaborate their game ideas with the teachers before full creation, and presentation. Students will be graded by checklist.   
  
  
**Summative (Assessment of Learning):**  
**​** **Prezi:** It is time to play a game!! Students will be asked to create a game that involves linear and quadratic equations, slope, and inequalities. Using a presenting tool called Prezi, students can create a game board. Students are allowed to use additives from other board games as well. Groups will present their Prezis to the class upon completion. **(40 points)**

**Integration**  
**Technology:**  
Prezi will be used as the technology piece in this lesson. Prezi is and online presentation application and storytelling tool that uses a single canvas instead of traditional slides. In this case students will create a Prezi with a partner. They will be able to be creative with their fonts, colors, and layouts. They will come up with a game, using slope, and inequalities.  
  
**Content Areas:**  
Art: Students will be able to use different colors, and canvases to allow their artistic creativity to come alive through their game.  
English: Students will use English to give directions to their games. They will have to incorporate certain math vocabulary, and may have to use a dictionary to find definitions.  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will know inequalities, and slope. Students will use Think-Pair-Share, and a Problem-Solution chart to start organizing thoughts they have for their Prezi game.  
**Section II – Groups and Roles for Product**  
Students will use the Think-Pair-Share cooperative learning activity, and their Problem-Solution graphic organizer to create a Prezi. Their game must include the use of inequalities, and slope. Students will be put into random groups by doing a lineup. They will line up in order from least to greatest based on their knowledge and experiences using Prezi. The most experienced will be paired with the least experienced and so fourth until the two students in the middle are paired.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
**Verbal:** Students will use speech when using the graphic organizer, and cooperative learning activities. They will talk about how they can relate real life examples of slope and inequalities into their Prezi.  
**Logic:** The logic will come from the collaboration with a partner. Each group will have to think about ways to apply sloe, and inequalities to real life.  
**Visual:** Students will use Prezi as the visual tool. With Prezi they will create a game using real life applications of inequalities, and slope.  
**Musical:** Students will watch the rap video on slope from YouTube. They will be encouraged to create their own rap, or song.  
**Kinesthetic:** Student will move around the room to look at previous Prezis done by former students. They will have a chance to play with their models.  
**Naturalist:** Student are creating a Prezi based of real world application of slope and inequalities in nature.  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)**I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**  
Student who are absent from this lesson will be required to make up the work. They will check the online page to get the assignments. If students know they will be missing a lesson they should notify me as soon as possible, so we can make arrangements, for work to keep to up to date. Students are encouraged to converse with their peers to get help with assignments. For hard copy assignments that are not online students will be able to briefly stop in upon returning to school to pick up the missed work. They will be allotted three days to complete the given work. For the lessons that they miss, there will be links posted online to re-enforce, or re-teach what was taught that day. Kids who miss class are encouraged to email me with any remaining questions concerning their assignment(s). Also, students will be referred to the math-learning center, for extra instruction and assistance!  
  
**Extensions**  
  
**Type II technology:**  
Prezi will be used as the technology piece in this lesson. Prezi is and online presentation application and storytelling tool that uses a single canvas instead of traditional slides. In this case students will create a Prezi with a partner. They will be able to be creative with their fonts, colors, and layouts. They will come up with a game, using slope, inequalities. This is a type two technology because Prezi has amazing capabilities. Prezi can move things around, present material in cool, colorful, and individual ways. It creates a sense of structured flow for the students. Students will benefit from Prezi technology because it will allow them to be creative, and they will have the opportunity to work at their own pace, and own ability. Students will be given the opportunity to think, analyze, and present their Prezi games on the topic of creating and solving linear equations while using slope, and inequalities.   
  
**Gifted Students:**  
I will give gifted students the opportunity to create their game using more advanced problems. Students will have to have solved their own problems in their game so that they can come up with the correct answers. By allowing them to create more advanced questions they will challenge themselves while creating their games.  
  
**Materials, Resources and Technology**  
List all the items you need for the lesson.  
Computers  
Calculators  
Projector  
Library  
Google (internet browsers)  
Prezi account  
Checklists

Think-Pair-Share (Graphic Organizer)  
Problem-Solution Chart (Cooperative learning activity)  
Contract between partners (contact info, meeting times)  
  
**Source for Lesson Plan and Research**  
List all URL and describe.  
[http://www.prezi.com/](http://www.prezi.com/" \t "_blank)Students will Use Prezi to create games using linear equations. They will focus on slope and inequalities.  
<http://www.youtube.com/watch?v=VRGLmLRAvOI>Student will have this YouTube video as a resource. It is a fun rap on slopes!  
[http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/Think-Pair-Share-Diagram-Chart-Instructions.html](http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/Think-Pair-Share-Diagram-Chart-Instructions.html" \t "_blank)Students will use the think pair share cooperative learning worksheet to begin getting their ides in writing. They will collaborate and decide what they will "share" while making their game.  
[http://usablealgebra.landmark.edu/instructor-training/beneficial-practices/](http://usablealgebra.landmark.edu/instructor-training/beneficial-practices/" \t "_blank)Students will use this Problem Solution organizer several times while making their games. They will create a problem and step-by-step work down to find a solution. This will be a good way for them to organize their math problems.  
[https://www.khanacademy.org/math/algebra/linear-equations-and-inequalitie/equation-of-a-line/v/linear-equations-in-slope-intercept-form](https://www.khanacademy.org/math/algebra/linear-equations-and-inequalitie/equation-of-a-line/v/linear-equations-in-slope-intercept-form" \t "_blank)Students will use this as a reference in case they need extra instruction while creating their games.  
[http://www.youtube.com/watch?v=pxhqD0hNx4Q](http://www.youtube.com/watch?v=pxhqD0hNx4Q" \t "_blank)Students will watch this instructional video on how to use Prezi.  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)  
The room will be set up with desks arranged in groups of two, side by side.  
**Day One: Linear Equations with Slope and Inequalities (80 Minutes)**  
**Introduction:** Overview of class schedule, and intro of lesson (**5 minutes)**  
**(Hook):** Slope-Intercept Rap <http://www.youtube.com/watch?v=VRGLmLRAvOI> **(5 Minutes)**  
**Instructional Period:** Present Slope, and inequalities. Introduce Prezi project and show instructional video. [http://www.youtube.com/watch?v=pxhqD0hNx4Q](http://www.youtube.com/watch?v=pxhqD0hNx4Q" \t "_blank)**(25 Minutes)**  
**First Class Activity:** Student will work on a Think-Pair-Share cooperative learning activity. They will begin getting their ides in writing. They will collaborate and decide what they will "share" while making their game. **(10 Minutes)**  
**Second Class Activity:**Students will, in their partners will use the Problem Solution organizer to come up with several problems for their games. They will create a problem and step-by-step work down to find a solution. This will be a good way for them to organize their math problems. **(30 Minutes)**  
**Task Introduction:** Students will be asked to begin exploring Prezi. Upon arriving to the next class they will each share one thing they learned from exploring the Prezi technology. Students are asked to write in their journals for this task. **(5 Minutes)**  
  
**Day Two: Prezi Games on** **Linear Equations with Slope and Inequalities** **(80 Minutes)**  
**Introduction:** The class will briefly review the task assignment to get everyone thinking about their Prezi games. Students will all share one thing from their journal that they learned from exploring the Prezi. **(10 Minutes)**  
**Work Period:** Students will work together to create a Prezi math game using slope and inequalities. The teacher will roam and help students with question, and give helpful suggestions to each group. **(30 Minutes)**  
**Break:** Students will take a five-minute break, to socialize and hopefully talk to other piers to compare ideas! The teacher will give students a hint as to collaborate with each other during this time period. **(5 Minutes)**

**Nature: As a class we will go outside. Here we will be looking for examples of slope and inequalities through nature! This should give students some good ideas for their Prezi games.**   
**Second Work Period: (15 Minutes)**  
**Assignment:** Students will finish their Prezi games if they have not already finished. They should be ready to present their games next class. **(5 Minutes)**  
  
**Day 3: PREZI GAME DAY! (80 Minutes)**  
**Introduction:** Q&A: Do you have any questions? How can you make your Prezi better? More Presentable? **(10 Minutes)**  
**Work Period:** Student will go back into their Prezi with their partner and critique their work! They will check for grammar, spelling mistakes, and simple math mistakes, and they will attempt to make it even more creative! The teacher will take quick attendance and then roam around to check the progress of each group. The teacher will also provide feedback and constructive ideas for the students. Students will be given the checklist that they will be graded on during this process, for self-assessment. **(20 Minutes)**  
**Presentations:** Students with present their Prezi to the class through a gallery walk. The teacher will grade the presentations with a checklist based on effort, material, creativity, participation, and content incorporation. **(40 Minutes)**  
**Feedback:** Teacher will briefly address the entire class, then give each group individual feedback, and hand back the group checklist, based on their presentation. **(10 Minutes)**  
  
  
The class will be arranged in groups of two. The desks will be placed side-by-side facing the front of the classroom. This will allow for normal instruction, like any other day, but also set allow for an easier transition when groups are formed. Desks will already be in place so the transition time will be far faster. The agenda is pretty simple; it will be made up of three class periods. This first day the teacher will present the lesson on inequalities, and slopes, and create groups for the Prezi game. Once in groups the students will watch an intro video on how to use Prezi, and then they will complete the Think pair share, and Problem solution worksheets. On the second day students will all share one thing that they learned while exploring Prezi technology. They will then work on their projects for the remainder of the period. They will be given a break in the middle of the class period to re motivate themselves. Finally on the third and last day the students will be asked questions from the teacher on what they could have done differently. They will then have twenty minutes to go critique their Prezi games, and try to make them more flashy and exciting! Each group will present their game, and the teacher will grade them based on a checklist. To wrap everything up the teacher will provide feedback to each group in the last portion of the class period. Students will understand that you can create equations in one variable, and inequalities, and use them to solve problems. Students will be hooked from a rap video on YouTube. This video is a great intro to slope, and should make students laugh, as well and intrigue them to the material.   
  
**Where, Why, What, Hook, Tailors:** Logical, Verbal, Visual, Intrapersonal, Interpersonal.  
  
Students will know inequalities, and slope. Students will use Think-Pair-Share, and a Problem-Solution chart to start organizing thought they have for their Prezi game. As the teacher I will deliver a short and to the point instruction of twenty five minutes. In this time I will be able to effectively cover the needed material. Along the way I will ask question to all my students and they will be actively involved by answering with the use of clickers. Based on the answers I receive that will be sent to my computer I will be able to retouch on certain things and present them in multiple ways until all my students understand each though process. I will easily be able to check for understanding using the clickers, and I will be able to do it constantly throughout my instructional period. The content that I will cover is as follows.  
Inequalities:  
An inequality is a mathematical sentence that compares two quantities that do not equal each other, or may possibly equal one another. There are a four main ways to compare quantities:

* (Greater than), < (Less than), < (Less than, or equal to), > (Greater than, or equal to)

An example of this is 20 + 39 < 97-22 This is saying that 20 + 39 is less than 97- 22  
To check that this is true, you solve both sides separately which will make this 59 < 65 which saying that 59 is less than 65 which is correct.  
Another example of this is 5 x 10 > 32 + 18 This is saying that 5 x 10 is greater than or equal to 32 + 18.  
To check this we again solve both sides separately. We get 50 > 50. so in this case they are equal. (50 = 50)  
Linear Equation:  
A linear equation is an equation whose graph is a straight line in the coordinate plane. The equation can be written like y = 5x -4 This was written using the slope-intercept formula which is defined below.  
Slope – Intercept Form:  
The slope - intercept form of a linear equation is given by the following formula: y= mx + b  
‘m’ is the slope and ‘b’ is the y – intercept)  
Slope is a ratio use to measure the steepness of a line. To find slope you must find the change in ‘y’ over the change in ‘x’. This can also be written as: Rise/Run  
The way to find rise/run is to have to points on a line. For example (5,8) and (10,12); to find the ‘rise’ you find the difference between the y coordinates. So; 12 – 8 = 4 then you do the same thing for the x coordinates to find the ‘run’. So; 10 - 5 = 5 this will make the final answer be 4/5. Our slope is 4/5ths the equation for this is: Y1 - Y / X1- X  
**Equip, Explore, Rethink, Tailors:** Intrapersonal, Interpersonal, Verbal, Visual, Logical  
  
Students will use Think-Pair-Share, and a Problem-Solution chart to start organizing thought they have for their Prezi game. Student will use the Think-Pair-Share cooperative learning activity, and their Problem-Solution graphic organizer to create a Prezi. Their game must include the use of inequalities, and slope. Students will use clickers to answer questions the teacher asks as a quick follow up to the slope intercept form YouTube video, and during the instructional period. Students will then use Prezi to create a game using linear and quadratic equations. Student will spend class time with a partner creating their games. They should be prepared to present their games nest class. The teacher will roam the classroom providing answers to questions and helping students with their projects. Students must collaborate their game ideas with the teachers before full creation, and presentation. Students will be graded by checklist. Student will be put into random groups by doing a lineup. They will line up in order from least to greatest based on their knowledge and experiences using Prezi. The most experienced will be paired with the least experienced and so fourth until the two students in the middle are paired. Student will share an equal role in the project as stated in the contract they signed as partners. They will both help to come up with game ideas, the creation of math problems using slope, and inequalities, and they will both help to creatively create the game on the Prezi. On the third day students will be given the opportunity to rethink, revise, and refine their projects. This will be motivated by a short question and answer period led by the teacher. They will be asked questions like: Do you have any questions? How can you make your Prezi better? More Presentable? They will then go back into their projects for twenty minutes and check for errors in their math, spelling, and will also attempt to make their game more attention grabbing and colorful!  
  
**Explore, Experience, Revise, Rethink, Refine, Tailors:** Verbal, Logical/Mathematical, Visual, Musical, Kinesthetic, Intrapersonal, Interpersonal, Naturalist.  
  
  
  
Students will self-assess during their rethink/ refine stage. They will go down through the checklist that they have been given. They will grade themselves, and add or fix anything that they missed or feel they may improve on. During the students presentations I will grade them on the same checklist. I will also grade them based on the effort, participation, and quality of their work. At the end of all the presentations I will hand back these checklists along with a small written reflection. They will all receive their grades immediately after all the gallery walk is over. I will address the class overall and then talk to each group that has questions or comments. This will all pertain to their homework because they will be given problems from their book on the exact same material. In the following classes they will be given a pre- quiz, and finally a quiz. This lesson content will combine with other contents, and students will be assessed on multiple lesson contents at the end of the unit.  
**Evaluate, Tailors:** Verbal, Interpersonal, Intrapersonal, Logical  
  
  
**Content Notes**  
Students will know…..   
Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)  
Vocabulary Definitions:  
Inequalities  
Slope  
Slope intercept form  
Linear Equations  
  
Inequality:  
An inequality is a mathematical sentence that compares two quantities that do not equal each other, or may possibly equal one another. There are a four main ways to compare quantities:  
> (Greater than)

< (Less than)  
< (Less than, or equal to)  
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To check this we again solve both sides separately. We get 50 > 50. so in this case they are equal. (50 = 50)  
  
Linear Equation:  
A linear equation is an equation whose graph is a straight line in the coordinate plane. The equation can be written like y = 5x -4 This was written using the slope-intercept formula which is defined below.  
  
Slope – Intercept Form:  
The slope - intercept form of a linear equation is given by the following formula: y= mx + b   
‘m’ is the slope and ‘b’ is the y – intercept)  
Slope is a ratio use to measure the steepness of a line. To find slope you must find the change in ‘y’ over the change in ‘x’. This can also be written as: Rise/Run  
The way to find rise/run is to have to points on a line. For example (5,8) and (10,12); to find the ‘rise’ you find the difference between the y coordinates. So; 12 – 8 = 4 then you do the same thing for the x coordinates to find the ‘run’. So; 10 - 5 = 5 this will make the final answer be 4/5. Our slope is 4/5ths the equation for this is: Y1 - Y / X1- X  
  
**Handouts**  
List the items that need to be printed out for the lesson.  
Check List for Prezi Project (60 copies)  
Think-Pair-Share cooperative learning activity. (60 copies)  
Problem-Solution graphic organizer (60 copies front and back)  
Contract between partners (60 copies)  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 –Learner Development. The teacher understands how learners grow and develop,recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
  
**Learning Styles**  
  
**Clipboard:** The clipboard students in my class will have graphic organizers in order to help the students organize step-by-step their logic and ideas. The class period is clearly planned out on the board so students can see how long we will be doing each thing in class. Students will be given a handouts, and a checklist that will provide my expectations. This will help them to understand exactly what they are to do.  
**Microscope:** The microscopes in my class will be able to have in depth conversations while they create math problems using slope and inequalities. They will be able to solve problems alike in their textbooks, which will further expand their understandings.   
**Puppy:** For my puppy student I will ensure that they are working with a student that will be supportive and easy going. This will help them feel like they are working and learning in a fun, and safe environment. These students will be able to collaborate with their partners and other peers in the classroom. The students will have multiple chances to meet with me and talk about the project.  
***Beach Ball:*** For my beach ball learners I will provide them with options, and let them use whatever tool they feel will help them complete the project. Students will be placed with another student who will likely motivate and interest their partner while using Prezi technology. They will be able to present one section of their game if they desire and present the rest to the teacher at another time. All the beach ball learners will participate in cooperative learning activities, and graphic organizers with their partners. Here they will be heard, and they will feel as if they can speak freely.  
***Rationale:*** Students will be able to experience a variety of learning styles in this project. Students and the teacher will realize how other students need information, or even that some students require a higher comfort level. This will allow for a judge free, respectful classroom for all students so that they can reach their highest abilities.   
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth,to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:**  
**Section I – checking for understanding during instruction**  
students will use clickers to answer questions asked by the teacher. The answers will automatically be sent to the teachers computer. From here the teacher will be able to see which students answered correctly, and or incorrectly.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will then use Prezi to create a game using linear and quadratic equations. Student will spend class time with a partner creating their games. They should be prepared to present there games nest class. The teacher will roam the classroom providing answers to questions and helping students with their projects. Students must collaborate their game ideas with the teachers before full creation, and presentation. Students will be graded by checklist.   
  
**Summative:**  
**Prezi:** Students will use Prezi to create a game using linear and quadratic equations. They will incorporate slope, and inequalities into their Prezi. Students will present their Prezi the following class. **(40 Points)** At the end of instruction, students will create a game using Prezi. Here they will incorporate inequalities and the use of slope.   
  
**Rationale:**  
This lesson uses a variety of assessments that are not just pencil and paper quizzes or tests. Students will feel like they are actually learning the material in a fun and interesting way. They will not be forced to memorize facts of information, instead these methods will allow student to learn the material in a more interesting way, and they will be able to apply it outside of the classroom.  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**  
See Content Notes  
  
**MLR or CCSS:**  
Common Core State Standards:  
Content Area: Algebra  
Grade Level: High School  
Domain: Creating Equations  
Cluster: Create equations that describe numbers or relationships.  
Standards(s): 1. Create equations and inequalities in one variable and use them to solve problems.  
  
**Facet:Explanation**  
  
**Rationale:**  
This lesson is geared to get students interested in the material at hand. By creating a came and using technology they will have fun while learning. They will realize that inequalities, and slope can be grasped easily! They will also explore multiple other resources aside from the teacher. With these resources they will hopefully gain a more enduring understanding. In the end student should effectively be able to explain every detail concerning the uses on slopes, and inequalities.  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Verbal:** Students will use speech when using the graphic organizer, and cooperative learning activities. They will talk about how they can relate real life examples of slope and inequalities into their Prezi.  
**Logic:** The logic will come from the collaboration with a partner. Each group will have to think about ways to apply sloe, and inequalities to real life.  
**Visual:** Students will use Prezi as the visual tool. With Prezi they will create a game using real life applications of inequalities, and slope.  
**Musical:** Students will watch the rap video on slope from YouTube. They will be encouraged to create their own rap, or song.  
**Kinesthetic:** Student will move around the room to look at previous Prezis done by former students. They will have a chance to play with their models.  
**Naturalist:** Student are creating a Prezi based of real world application of slope and inequalities in nature.  
  
**Type II Technology:**  
Prezi will be used as the technology piece in this lesson. Prezi is and online presentation application and storytelling tool that uses a single canvas instead of traditional slides. In this case students will create a Prezi with a partner. They will be able to be creative with their fonts, colors, and layouts. They will come up with a game, using slope, inequalities. This is a type two technology because Prezi has amazing capabilities. Prezi can move things around, present material in cool, colorful, and individual ways. It creates a sense of structured flow for the students. Students will benefit from Prezi technology because it will allow them to be creative, and they will have the opportunity to work at their own pace, and own ability. Students will be given the opportunity to think, analyze, and present their Prezi games on the topic of creating and solving linear equations while using slope, and inequalities.   
**Rationale:**  
​This lesson was designed in such a way where differentiation can be used, to fit the needs of all students. All Multiple Intelligences were kept in mind during the process, and resources are provided for the students. During this lesson students will be able to work their strong intelligences as well as work on some of their weaker ones. They will also be able to use the technology, and multiple resources to the advantage of helping them to reach a higher, more enjoyable learning level.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
**a. Promote, support, and model creative and innovative thinking and inventiveness**  
  
**b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources**  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
Students will be working with Prezi in order to create a new way to make a fun and exciting game. Students can use this technology to share information with their peers while working. The lesson is geared to the fact that students will be working together in order to understand the information. Two brains is better than one. This will help the overall learning and progress of the students. Students will also be learning the content material through repetition, and applying that knowledge when using Prezi.  
  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
**c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources**  
  
**d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching**  
  
**Rationale:**  
Students will be using Prezi as a way to explore new intelligences and build further on their stronger intelligences. Students will have opportunities to relate information to their learning style of choice, whether it is interpersonal, intrapersonal, visual, or even logic. They will have opportunities to work in groups, and individually. A number of tasks and activities will be given to the students to help them understand the information. They will be able to practice, use graphic organizers, checklists, cooperative learning activities, and will have multiple chances to meet with the teacher and collaborate with their peers. They will have a final product that they will present to the class, which will show whether or not the student has mastered the material.